

Use and impact of Pupil Premium Funding

Next Review: July 2019

Pupils eligible for the Pupil Premium funding		2017-18	2018-19
Number of pupils on roll		946	936
Number of pupils eligible for the Pupil Premium		93	94
Percentage of pupils eligible for the Pupil Premium		10%	10%
Funding received		2017-18	2018-19
The amount of Pupil Premium funding the school receives		£117,000	£119,000
Main barriers to educational achievement faced by disadvantaged children in the school			
Barrier	Context	How this can cause a barrier	
Mobility (i.e. children joining the school other than at the usual time, the start of Reception)	Typically each year: 60% of children eligible for PP have joined the school after the Reception year, compared with around 5% of non-PP children. 40% of children eligible for PP joined the school after Reception in the last 12 months, compared to around 10% of non-PP children. Typically, by the end of KS2, 80% of the PP cohort is made up of children who were mobile during KS2 with 30% joining in Year 5 and 6.	A change of school can be accompanied by other significant life changes, and is usually because their parents/carers are unhappy with the quality of the educational provision and/or welfare of their child in their previous school. Many of the mobile PP pupils have longer distances to travel than those who are able to gain a place in the school based on distance, may have siblings in different schools which can affect punctuality and ability to participate in extra-curricular activities/interventions and parental engagement. The potential for cumulative gains over time is limited when children arrive to the school later and usually during KS2. They may arrive with gaps in their learning and other individual needs which need to be established and provided for as well as needing to establish friendships and a new social circle. As schools now decide their own assessment systems rather than use a national system of levels, gathering indications or information on the learning the children arrive with has become much more difficult. Research (Hattie) shows that mobility is one of the few factors that can actually take children's learning backwards.	
	Approximately 30% of children eligible for PP are EAL pupils, and whilst this percentage is broadly in line with whole school data the majority of these children's first languages are Arabic or African dialects (this contrasts with the non-PP+ EAL group, where the majority speak French, Spanish or other Western European languages)	Children who have Western European languages as their first language usually find it easier to learn English as there is the advantage of sharing many borrowed or common root words and similar grammatical patterns with English. The Foreign Service Institute (FSI) has created a list to show the approximate time you need to learn a specific language as an English speaker. This study places French, Italian, Norwegian, Spanish and Swedish as amongst the languages in Category I, taking 23-24 weeks (2/3 of an academic year) to reach proficiency with Arabic in Category 5, taking 88 weeks (2 ½ academic years) to reach the same standard.	

Review of 2017 – 18

Desired outcome	Action/Approach and Cost	Estimated Impact	Lessons Learned
Improved staff awareness of issues affecting PP children and understanding of how to raise attainment and progress	<p>Staff training for all leaders, teachers and support staff on understanding the potential issues and barriers faced by PP children, including the negative impact of stereotyping.</p> <p>Ongoing staff training on the best approaches to raise standards and improve progress, including: high quality feedback, questioning and discussion, mastery learning, cooperative learning, scaffolding and differentiating for lower attainers, EAL.</p> <p>Cost: Training time + £1,000 for resources</p>	<p>High</p> <p>Impacts all children, especially PP</p>	<p>Approaches embedded and increasingly effective and improve impact for all but especially PP.</p> <p>Consider staff turnover and therefore induction and ongoing training needs.</p>
Better understanding of and support for issues facing individual children	<p>Dedicated learning mentor to monitor attendance and punctuality, liaise with families and provide 1:1 or small group time, including behaviour support.</p> <p>Induction for mobile pupils – this is offered to all but a higher proportion of this time is with PP pupils than non-PP pupils</p> <p>Cost: £10,000</p>	<p>High</p> <p>For those it applies to</p>	<p>Learning mentor time effective, used additional support for specific issues (play therapist, external mentoring). Need to consider capacity over both sites.</p> <p>Review processes and responsibilities for induction of mobile pupils.</p>
Learning is accelerated by doing 'whatever it takes' to support PP children with additional provision	<p>Funded additional support outside school hours offered to PP pupils:</p> <ul style="list-style-type: none"> - academic support in reading, writing, maths for Y1 – 6, provided by teachers - homework support for Y1-6 <p>Cost: £53,000</p>	<p>High</p> <p>Impacts all children, especially PP</p>	<p>Teachers have strongest knowledge of the curriculum and effective strategies. Learning alongside peers effective academically and socially. Consider pre-learning and consolidation activities. Trialled having two session per week during Spring term but on balance had too much impact on teacher workload and development opportunities</p>
Reduced financial barriers to PP children fully participating in school life and wider cultural experiences	<p>Developing wider experiences and skills through funding:</p> <ul style="list-style-type: none"> - school journeys and trips - 2 extra-curricular clubs per term - school uniform up to £80 - high quality reading books - weekly professional drama classes for Rec-Y6 - resources e.g. stationery, learning resources in EYFS - heavily subsidised instruments and instrumental lessons. <p>Cost: £51,000</p>	<p>High</p> <p>Impacts all PP children</p>	<p>Offered and impactful for children's development, access, confidence and sense of equality.</p> <p>Need to monitor who is not using what is on offer and how we can engage parents/carers in this. Consider how to extend the enrichment offer in holidays.</p>



Planned strategy for 2018 -19

Desired outcome	Action/Approach and Cost	Reasons for the approach	How the effect may be measured
Improved staff awareness of specific barriers to learning and understanding of how to raise attainment and progress	Ongoing staff training as above. Cost: Training time + £1,000 for resources	Staff turnover and continued importance as part of the drive for improvement, excellence and equality.	Staff awareness and consistency in understanding and approach.
Better understanding of and support for issues facing individual children	Dedicated learning mentor as above. Develop others in staff team and range of strategies used to support e.g. talk time, Lego therapy Cost: Training time + £10,000	Shown to be highly impactful, increasing range and scope within budget so can impact for more children.	Increase in support offered at various levels of need. Evidencing of impact for individuals.
Improve induction for mobile pupils	Senior leaders from inclusion team to improve strategy and oversee induction including accurate and thorough assessment on entry along with closer liaison with previous school. Cost: £2,000	Mobility affects the PP cohort more than non-PP and can be significant in affecting achievement.	Accurate knowledge of mobile children on entry, quicker identification of needs and support offered when necessary.
Learning is accelerated by doing 'whatever it takes' to support PP children with additional provision	Funded additional support outside school hours offered to all PP pupils for the whole year: - academic support/challenge groups in reading, writing, maths for Y1 – 6, provided by teachers - homework support for Y1-6 Cost: £53,000	Has proved to be successful in supporting children to achieve the expected levels and to extend and challenge higher attainers.	Participation rates Pupil progress Pupil surveys
Reduced financial barriers to PP children fully participating in school life and wider cultural experiences	Developing wider experiences and skills through funding: - school journeys and trips - 2 extra-curricular clubs per term - school uniform up to £80 - high quality reading books - weekly professional drama classes for Rec-Y6 - resources e.g. stationery, parallel and specific learning resources in EYFS - heavily subsidised instruments and instrumental lessons. Cost: £51,000	Ensure children have access to wider curriculum, learn, develop and play alongside peers on equal footing.	Participation rates Achievement and enjoyment beyond English and maths curriculum and core hours of the day.